

Revised June 18, 2008

MENTAL ILLNESS ACROSS CULTURES
COURSE SYLLABUS
PSYC 300M-1
SEMESTER AT SEA Fall 2008
Kima Cargill, Ph.D.
8:00 -10:15am, A Day Schedule

Suggested Pre-requisites:

A previous course in Abnormal Psychology is strongly recommended.

COURSE DESCRIPTION

This course is an advanced Abnormal Psychology course which more deeply examines the role of culture in the definition, taxonomy, and treatment of mental illness. We will be exploring what our culture and various cultures of the world have to say about mental health, mental illness, and the scientific and folk remedies for such illnesses. Specifically, we will explore contemporary and historical notions of “self” and how that concept mediates our understanding of pathology. We will be addressing questions such as: --What is a mental illness? Do different cultures define it differently? Are there different kinds of mental illness in different cultures of the world? --Does depression look different in China than it does here? --Does Schizophrenia occur all over the world? --How do different cultures approach the healing of mental illness?

COURSE OBJECTIVES

By the end of the semester students should:

1. have an understanding of how abnormal behavior is predicated on a specific culture’s understanding of the concept of “self”.
2. understand the cultural specificity of the DSM-IV-TR.
3. Know specific CBS’s (culture-bound syndromes) commonly understood or diagnosed in the various ports of call.
4. be aware of the gender, cultural, psychological, biochemical, and environmental factors which predispose individuals toward mental disorders with emphasis on prevalence and incidence rates in voyage-specific destinations.
5. compare the different approaches used in treating mental illness including psychotherapy, medical, and folk healing.
6. conduct individual and group field observations in each port of call and summarize these in a written report.
7. recognize and apply how psychologists use research and statistics to answer questions about mental illness

8. recognize how economic issues, and in particular the pharmaceutical industry, influence the treatment of mental illness compared to other cultures and economic systems.

TOPICAL OUTLINE OF COURSE:

August 31

Introductions

Sep 2

Culture, Personality, and Psychopathology

Tseng & Stretzler: Chapter 1

Article: Lewis-Fernandez, R., & Kleinman, A. (1994). Culture, personality, and psychopathology. *Journal of Abnormal Psychology, 103*(1), 67-71.

Sep 4

Mental Illness and Culture

Castillo: Chapters 2 and 3

Article: Levine, R. V., West, L. J., & Reis, H. T. (1980). Perceptions of time and punctuality in the united states and brazil. *Journal of Personality & Social Psychology, 38*(4), 541-550.

▶▶▶ Port: Salvador, Brazil ◀◀◀

Sep 12

Anxiety Disorders, cont.

Tseng & Stretzler: Chapter 3

Castillo: Chapter 10

Sep 14

Mood Disorders

Castillo: Chapter 12

Sep 17

Mood Disorders, cont.

Tseng & Stretzler: Chapter 2

▶▶▶ Port: Walvis bay, Namibia ◀◀◀

Sep 24

Mood Disorders, cont.

Article: Allan, Alfred; Allan, Marietjie M. The South African Truth and Reconciliation Commission as a therapeutic tool. [References]. *Behavioral Sciences & the Law. Vol 18*(4) 2000, 459-477.

▶▶▶ Port: Cape Town, South Africa ◀◀◀

Oct 3

Somatoform Disorders

Castillo: Chapter 11

Tseng & Stretzler: Chapter 4

Oct 5 Exam I

Oct 7

Dissociation

Castillo: Chapter 13

Chapter: Lewis-Fernandez, R. (1997). The Proposed DSM-IV trance and possession disorder category: Potential benefits and risks. (pp. 234-240). Pacific Grove: Brooks Cole.

Oct 10

Psychosis

Castillo: Chapter 14

Article: Chowdhury, A. N; Nath, A. K; Chakraborty, J. An atypical hysteria epidemic in Tripura, India. *Transcultural Psychiatric Research Review*. Vol 30(2) 1993, 143-151.

Oct 12

Psychosis, cont.

Tseng & Stretzler: Chapter 7

Due: Field Journals for 1st Evaluation

▶▶▶ Port: Chennai, India ◀◀◀

Oct 19

Substance Abuse

Castillo: Chapter 9

Chapter: Jilek, W. G. (1997). Traditional healing in the prevention and treatment of alcohol and drug abuse. *Meanings of madness* (pp. 149-167). Pacific Grove: Brooks Cole.

▶▶▶ Port: Penang, Malaysia ◀◀◀

Oct 21

Suicide

Tseng & Stretzler: Chapter 9

Oct 28

Somatoform Disorders

Castillo: Chapter 11

Tseng & Stretzler: Chapter 4

▶▶▶ Port: Ho Chi Minh City, Vietnam ◀◀◀

Nov 4

Personality Disorders

Castillo: Chapter 6

Tseng & Stretzler: Chapter 11

▶▶▶ Port: Hong Kong & Shanghai, China ◀◀◀

Nov 12

Sexual and Gender Identity Disorders

Castillo: Chapter 7

▶▶▶ Port: Kobe & Yokohama, Japan ◀◀◀

Nov 19

Sexual and Gender Identity Disorders

Article: Bing, J.M. & Bergvall, V.L. (1996). The question of questions: Beyond binary thinking. In J.M. Bing, V.L. Bergvall, & A.F. Freed (Eds.), *Rethinking language and gender research: theory and practice* (pp. 2-30). New York, NY: Addison Wesley Longman.

Nov 20

Eating Disorders

Castillo: Chapter 8

Nov 23

Trauma

Tseng & Stretzler: Chapter 8

Chapter: Boehnlein, J. K., & Kinzie, J. D. (1997). Refugee trauma. *Meanings of madness* (pp. 179-190). Pacific Grove: Brooks Cole.

Nov 25

Exam II

▶▶▶ Port: Honolulu, HI ◀◀◀

Nov 28

Wrapping Up and Review

Due: Field Journals for 2nd Evaluation

Nov 30 - Prep for Final

Final Exam: Write an eight-page paper in which you choose a mental health diagnosis and discuss whether it is more a matter of individual mental illness or the result of cumulative social factors, or an inextricable combination of the two. What kinds of social policy and individual treatment would you recommend for the prevention and treatment of the disorder or condition? Your essay should reflect a thoughtful understanding of mental health issues at the individual and social levels, and your field observations should be integrated with the course materials.

FIELD COMPONENT

Each student is required to complete a total of three practica.

- You are required to participate in at least one of the faculty directed practica (FDP) under my direction in Penang, Malaysia or Chennai, India since they are central to the material covered in this class. (I recommend you participate in both of these, if at all possible.)
- You are also required to required to participate in one of the SAS service visits (SVC), for which I will give you specific guidelines to complete as an independent practicum.
- Your third practica can be a non-service independent practicum (IND). I will provide you specific guidelines before each port for the independent practica options. (For example, before we arrive in South Africa I will give you guidelines that are specific to the Desmond Tutu Peace Centre that will help you complete an independent practicum there that is related to our class material).

Journals

All students are required to (1) keep a journal of their field observations and (2) write a 3-4 page paper about each field experience. You will be graded on both the field journal and the three papers corresponding to each field experience. In class we will discuss social science methods for doing field work and keeping journals.

Papers

The paper you write for each practicum will depend on which type of practicum it is for (FDP, SVC, or IND). I will include guidelines for the IND papers/practica prior to arrival at each paper.

An FDP paper should include (1) a brief summary of the student's field notes, (2) analysis of how those with mental illness are treated in this culture, (3) specific observations about any culture bound syndromes (CBS's) we've studied, (4) conclusions about the role of the psychiatric diagnosis and treatment in this culture.

An SVC paper should include (1) a brief summary of the student's field notes, (2) analysis of the pressing psychological/sociological issues the country is facing, (3) specific observations about the role of psychologists and those in the helping professions in this culture.

Practica

Brazil: Service Visit: Cultural Mobilization Project For Children In Danger (SVC)
Brazil: Service Project: Calabar Favela (SVC)
South Africa: Desmond Tutu Peace Centre (IND)
South Africa: Operation Hunger (IND)
South Africa: Robben Island (IND)
South Africa: Service Visit: Amy Biehl Foundation Trust (SVC)
India: Seminar On Poverty And Gender Issues (IND)

India: Working Women's Forum (IND)
India: Service Project: Dalit Work Project (SVC)
India: Service Visit: Disabled Children's Home (SVC)
India: Managing Schizophrenia (FDP)
Malaysia: Drug Rehabilitation Center (FDP)
Malaysia: Service Visit: St. Joseph Orphanage (SVC)
Vietnam: Service Visit: Da Thien School For Handicapped (SVC)
Vietnam: Service Visit: Hy Vong 8 School For The Deaf & Zoo Visit (SVC)

METHODS OF EVALUATION: Please provide details on grading, including a definition of "class participation" if class participation is to constitute a significant part of the course grade.

Field Component: 20%

Exam I: 25%

Exam II: 25%

Final Exam: 30%

REQUIRED TEXTBOOKS

AUTHOR: Richard Castillo

TITLE: Culture and Mental Illness: A Client Centered Approach by Richard Castillo

PUBLISHER: Wadsworth

ISBN #: 978-0534345587

DATE/EDITION: 1997

COST: \$74.26

AUTHOR: Wen-Shing Tseng and Jon Streltzer

TITLE: Culture and Psychopathology: A Guide to Clinical Assessment

Publisher: Taylor & Francis/Routledge

ISBN #: 978-0876308394

DATE/EDITION: 1997

COST: \$43.84

RESERVE LIBRARY LIST

AUTHOR: Wen-Shing Tseng

TITLE: Handbook of Cultural Psychiatry

PUBLISHER: Academic Press

ISBN #: 978-0127016320

DATE/EDITION: 2001

COST: \$146.00

ELECTRONIC COURSE MATERIALS

Allan, Alfred; Allan, Marietjie M. The South African Truth and Reconciliation Commission as

a therapeutic tool. [References]. *Behavioral Sciences & the Law*. Vol 18(4) 2000, 459-477.

Bing, J.M. & Bergvall, V.L. (1996). The question of questions: Beyond binary thinking. In J.M. Bing, V.L. Bergvall, & A.F. Freed (Eds.), *Rethinking language and gender research: theory and practice* (pp. 2-30). New York, NY: Addison Wesley Longman.

Boehnlein, J. K., & Kinzie, J. D. (1997). Refugee trauma. *Meanings of madness* (pp. 179-190). Pacific Grove: Brooks Cole.

Chowdhury, A. N; Nath, A. K; Chakraborty, J. An atypical hysteria epidemic in Tripura, India. *Transcultural Psychiatric Research Review*. Vol 30(2) 1993, 143-151.

Jilek, W. G. (1997). Traditional healing in the prevention and treatment of alcohol and drug abuse. *Meanings of madness* (pp. 149-167). Pacific Grove: Brooks Cole.

Levine, R. V., West, L. J., & Reis, H. T. (1980). Perceptions of time and punctuality in the united states and brazil. *Journal of Personality & Social Psychology*, 38(4), 541-550.

Lewis-Fernandez, R., & Kleinman, A. (1994). Culture, personality, and psychopathology. *Journal of Abnormal Psychology*, 103(1), 67-71.

Lewis-Fernandez, R. (1997). The Proposed DSM-IV trance and possession disorder category: Potential benefits and risks. *Meanings of madness* (pp. 234-240). Pacific Grove: Brooks Cole.

ADDITIONAL RESOURCES

Students will need pocket-sized notebooks for recording observations and impressions in the field. (The waterproof kind are ideal, but not essential.) A pocket-size recording device would also be useful (e.g. the digital ones that do not require cassettes).